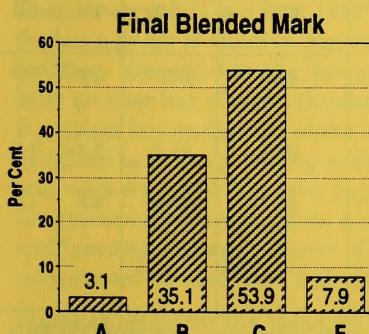
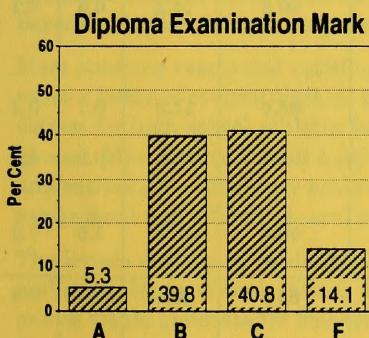
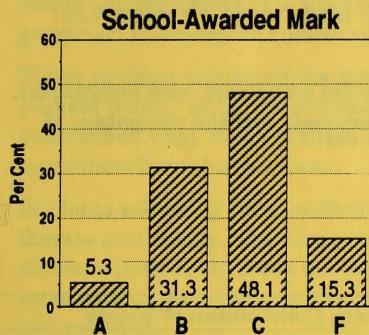


English 33

Diploma Examination Results Examiners' Report for June 1992

CANADIANA

SEP 28 1992



The summary information in this report provides teachers, school administrators, students, and the general public with an overview of results from the June 1992 administration of the English 33 Diploma Examination. This information is most helpful when used in conjunction with the detailed school and jurisdiction reports that have been mailed to schools and school jurisdiction offices. An annual provincial report containing a detailed analysis of the combined January, June, and August results will be available this fall.

Description of the Examination

The English 33 Diploma Examination consists of two parts: a written-response section and a reading section. Each part is worth 50% of the total examination mark.

Achievement of Standards

The information reported is based on the final blended marks achieved by 5 140 students who wrote the June 1992 examination.

- 92.1% of these students achieved the acceptable standard (a final blended mark of 50% or higher).
- 3.1% of these students achieved the standard of excellence (a final blended mark of 80% or higher).

Generally, student achievement in English 33 was satisfactory. Proportions of students achieving the acceptable standard and the standard of excellence remained relatively consistent compared with such proportions in June 1991 and January 1992. English 33 students continue to meet expectations.

Provincial Averages

- The average school-awarded mark was 60.0%.
- The average diploma examination mark was 62.2%.
- The average final blended mark, representing an equal weighting of the school-awarded mark and the diploma examination mark, was 61.6%.

Part A: Written Response

Part A: Written Response is written at a different time from *Part B: Reading*. Students are required to complete three writing assignments, each of which assesses a variety of writing and thinking skills.

Readers will find the results most meaningful in the context of the assignments and the scoring descriptors. The most useful starting place for reviewing these results is at the (3) **Satisfactory** level. Such work exceeds the pass mark of 50%. The scoring guides that describe proficiency levels are in the *English 33 Diploma Examination Update for 1992*, which is available in all schools.

The table below outlines the requirements for each assignment, the categories for scoring each assignment, the amount each category contributes to the total mark (parts A and B combined), and the percentage of students achieving at the various levels.

Examination Blueprint and Percentage Distribution of Scores

Description of the Writing Assignment	Scoring Category	Proportion of Total Mark (%)	Percentage Distribution of Scores					
			(5) Excellent	(4) Proficient	(3) Satisfactory	(2) Limited	(1) Poor	Ins*
Personal Response to Literature The student is required to discuss an aspect of literature from a personal perspective.	1. Thought and Detail	10.0	0.9	23.3	60.8	14.2	0.6	0.2
	2. Organization	5.0	1.1	20.8	66.0	11.3	0.7	0.2
	3. Matters of Choice	5.0	1.2	18.3	66.9	12.5	0.9	0.2
	4. Matters of Convention	5.0	2.1	22.9	56.5	16.9	1.5	0.2
Functional Writing The assignment is functional in nature. The student is required to write about a given situation.	1. Thought and Detail	10.0	1.4	21.7	53.3	20.8	2.4	0.3
	2. Organization	2.5	1.6	20.8	59.9	16.2	1.2	0.3
	3. Writing Skills	2.5	1.6	17.8	60.7	17.9	1.7	0.3
Response to Visual Communication The writing assignment is connected to one or more photographs and/or cartoons. The student is required to write about main ideas and techniques of visual communication.	1. Thought and Detail	5.0	0.7	11.3	49.8	33.3	3.0	1.9
	2. Organization	2.5	0.7	9.6	54.4	31.1	2.4	1.9
	3. Writing Skills	2.5	1.1	13.3	60.7	20.5	2.5	1.9

*Ins (Insufficient) is a special category that includes students who did not attempt the assignment, who wrote too little to evaluate, or who wrote answers that were completely off topic.

Note: The shaded portion represents the percentage of students who achieved or exceeded a (3) **Satisfactory** level of performance.

Examiners' Comments

The excerpt from Ernest Buckler's novel *The Mountain and the Valley* that appeared in the **Personal Response to Literature** section evoked many interesting responses. Students explored themes such as "the sweet taste of triumph resulting from the mastery of a new skill brings a new perspective as to how one views the world," "seemingly small achievements can spur us on to explore other things previously thought unattainable," and "anything is within the realm of possibilities if one has the desire and spirit to risk all in the pursuit of one's dream." The majority of students wrote a personal anecdotal response to the assignment.

Markers noted continued improvement in organization as students attempted to incorporate more complex words and structures into their writing. A similar improvement in students' grasp of mechanics and grammar, however, was not always apparent.

Those students achieving the acceptable standard demonstrated a clear understanding of the selection. Most of them readily made the connection between David's achievements and their own, and they responded in a generalized way. Some of these students referred to other literature they had studied; very few used specific quotations from the selection.

Students achieving the standard of excellence interpreted the selection in an insightful way, presented their themes confidently, and used perceptive examples from life and literature to support their ideas. These students judiciously chose quotations from the selection and skilfully embedded them in their writing. Their compositions were essentially free from errors in mechanics and grammar, and their choices were effective and polished.

In addition to observing that confidence and a sense of freedom are directly linked to personal accomplishments, these students often stressed the value that freedom bestows: the possibility of looking beyond a limited horizon and, consequently, of achieving inner peace and happiness.

Most students responded satisfactorily to the **Functional Writing** assignment. Students were required to write a letter of congratulations to the Nalwen Town Councillors for bringing the 1992 Provincial Summer Games for high school athletes to Nalwen and to suggest ways in which the students could assist with the games. Most students used a polite tone; the best responses were those that employed a tone of enthusiasm and excitement. Students achieving the acceptable standard used the information supplied in the assignment and offered general suggestions about student involvement.

The letters written by students achieving the standard of excellence demonstrated a precise awareness of audience. Many of their letters were enhanced by their inclusion of precise details, such as the revenue the games would generate for Nalwen and the way in which the games would increase Nalwen's profile. Students achieving at this level provided appropriate suggestions and precise details about how to involve students in the games.

The photograph "Used Car, 1944" that was used in the **Response to Visual Communication** section depicts a group of children playing in the skeletal remains of an old car situated in a rubble-strewn area; tall buildings are visible in the background. The boy sitting nonchalantly on the hood has a confident, happy look; another boy of about the same age, who is flashing a mischievous grin, pretends to drive the old car. A younger boy on the roof of the car brandishes a wire. The two younger passengers in the back seat seem delighted to be participating in the adventure. Students were able to generate ideas from this photograph, and markers noted that most papers were a pleasure to read. Students achieving the acceptable standard interpreted the photograph in a conventional way, discussing ideas related to "having fun," "co-operation," and "poverty and war." Fewer of the less-successful students than in the past used the photograph as a springboard for their own narratives.

Students achieving the standard of excellence presented an insightful interpretation of the photograph. Some students observed that the car was a haven for children seeking a place to play. Others explored themes such as "With youth comes the ingenuity to create a world isolated from reality" and implored adults to "attempt to retain the essence of the child within and to not allow everyday situations to destroy our capacity for joy." Other students noted that the healthy, wholesome appearance of the children foreshadowed a positive outlook for their futures.

The students achieving at the level of excellence discussed the photograph's details and photographic choices in an articulate manner. Some students noted that the sharp focus of the car and the children juxtaposed with the hazy image of the buildings in the background served to emphasize the children's success in creating their own happiness separate from the surrounding desolation. The **Response to Visual Communication** assignment requires a sustained response, and we were encouraged to note that there were very few brief responses to this particular assignment.

Part B: Reading

Subtest Results

Results are in average raw scores.

Total Part B: 44.9 out of 70

Subtest Results:*

Course Content

- Main Ideas/Details: 19.6 out of 29
- Relationship Between Form and Content: 9.4 out of 16
- Human Experience and Values: 11.3 out of 18
- Knowledge of Revision and Editing: 4.7 out of 7

*Readers are cautioned not to compare subtest results because the subtests are not of equal difficulty. Instead, readers should compare these provincial subtest results with their own school subtest results.

Examination Blueprint

Part B: Reading has a value of 70 marks, one mark for each multiple-choice question. Each question is classified in two ways: according to the curricular content area being tested and according to the thinking (process) skill demanded by the question. The examination blueprint illustrates the distribution of questions in June 1992 according to these classifications.

Classification by Course Content	Classification by Thinking Skills			Total
	Literal Understanding	Inference and Application	Evaluation	
Main Ideas/Details	35, 58	2, 5, 6, 8, 9, 12, 13, 14, 19, 25, 31, 32, 36, 38, 49, 51, 52, 53, 57, 62, 66	24, 27, 29, 30, 37, 55	29 items (21%)
Relationship Between Form and Content	18, 23, 33	3, 7, 11, 16, 21, 34, 60, 67, 68, 69, 70	1, 4	16 items (11%)
Human Experience and Values		15, 20, 22, 26, 46, 50, 56, 59, 61, 63, 64, 65	10, 17, 28, 47, 48, 54	18 items (13%)
Knowledge of Revision and Editing	42, 43	39, 40, 41, 44, 45		7 items (5%)
Total	7 items (5%)	49 items (35%)	14 items (10%)	70 items (50%)

The following table gives results for five multiple-choice questions. For each question, statistics are given for three student groups. The comments following the table discuss some of the decisions that students may have made and some of the skills they may have used to answer these questions correctly.

Percentage of Students Correctly Answering Selected Multiple-Choice Questions

Student Group	Question Number					
	4	11	17	18	69	
All students	33.4	60.4	72.8	41.0	29.2	
Students achieving the standard of excellence (80% or higher, or A) on the whole examination	62.4	90.1	91.2	50.0	61.7	
Students achieving the acceptable standard who received marks between 50% and 64%, or C, on the whole examination	25.3	51.9	68.2	39.4	21.6	

Question-by-Question Results

Question	Key	Difficulty*
1	C	64.2
2	A	76.7
3	B	49.7
4	D	33.4
5	B	78.8
6	D	57.6
7	C	64.9
8	B	71.5
9	A	52.1
10	D	44.8
11	D	60.4
12	D	64.2
13	C	51.7
14	A	66.3
15	B	51.3
16	C	64.1
17	C	72.8
18	B	41.0
19	C	66.3
20	A	59.6
21	C	68.6
22	C	56.7
23	D	53.4
24	B	71.4
25	D	68.1
26	A	70.9
27	A	86.3
28	D	75.1
29	A	57.5
30	C	78.1
31	A	72.2
32	A	80.7
33	A	47.0
34	D	78.3
35	C	87.9
36	A	69.6
37	B	59.1
38	A	72.0
39	D	53.2
40	B	71.1
41	C	68.4
42	D	80.4
43	C	80.6
44	B	60.2
45	A	53.4
46	D	69.5
47	A	68.9
48	D	63.0
49	A	60.5
50	B	54.2
51	C	60.1
52	D	45.0
53	B	71.2
54	A	56.1
55	D	61.0
56	A	58.6
57	C	82.0
58	D	78.8
59	B	51.9
60	C	75.0
61	B	76.2
62	C	54.1
63	B	64.0
64	D	63.4
65	B	73.6
66	C	54.5
67	B	70.4
68	C	76.9
69	D	29.2
70	C	65.0

*Difficulty—percentage of students answering the question correctly

The table at the left shows question-by-question results and the keyed answers. Parallel tables in the school and jurisdiction reports show the percentage of students who selected each alternative. From this table, teachers can determine areas of strength and weakness in the achievement of their students relative to the province as a whole and, consequently, areas of strength and weakness in their programs.

Examiners' Comments

4. The single-sentence paragraphs describing the old woman and the little girls (lines 53 and 66) have MAINLY the effect of

- A. conveying their helplessness
- B. conveying the narrator's pity
- C. emphasizing their physical characteristics
- D. emphasizing the narrator's shock at these revelations

all students, whereas the correct response attracted only 33.4%. Evidently, students did not consider carefully enough that the stem was questioning the effect that the old woman's blindness and the girls' deafness had on the narrator, and instead they selected the alternative that offered a literal explanation. This inattentiveness was most apparent in the students who failed the examination (achieved 49% or less): 13.2% of them chose the correct response and 53.8% of them chose alternative C. Of the students achieving the acceptable standard who scored between 50% and 64% on the whole examination (parts A and B), 25.3% chose the correct response and 45.0% chose alternative C. Students who achieved the standard of excellence were far more discriminating: 62.4% chose the correct response and 22.6% chose alternative C.

Questions 11 and 17 were two of a set of 11 questions concerning the poem "In Columbus, Ohio."

11. In lines 11 and 12, the speaker reveals his ironic self-awareness in that he

- A. worries about his diminishing poetic abilities
- B. perceives that the parents are poetic
- C. is still resented by the parents
- D. is himself talking of the past

not realized, however, as 60.4% of the students correctly chose alternative D. Of the students who achieved the standard of excellence, 90.1% were able to discern the irony of the speaker commenting on the likelihood of his former girlfriend's parents speaking increasingly of the past when he himself is reflecting on that very thing. Of the students who achieved the acceptable standard by scoring between 50% and 64% on the whole examination, 51.9% chose the correct response.

In their analysis of **question 4**, some of the teachers who reviewed the examination during the standard setting session felt that although the question was appropriate, many students would be incorrectly drawn to alternative C. In fact, alternative C did draw 39.8% of

Some of the teachers who reviewed the examination had concerns about **question 11**. They thought that the concept of irony, coupled with the notion of self-awareness, was too challenging for English 33 students. Their concerns were

17. The DOMINANT feeling expressed by the speaker is one of

- A. resentment
- B. confusion
- C. regret
- D. fear

In question 17, students were asked to ascertain the prevalent feeling expressed by the speaker. In this poem, the speaker's reflections on his youth lead him to re-evaluate the motivations and behavior of people in his former relationships. Some teachers who reviewed the examination felt that students would have difficulty distinguishing this as a feeling of regret, would instead interpret the speaker's indecision and jumbled thoughts to be a reflection of his feeling of confusion, and would therefore incorrectly choose alternative B. However, students handled this question with relative ease: 72.8% of all students selected the keyed response. Even the students who failed the examination managed quite well on this question, with 51.9% of them selecting the correct response. The alternative "confusion" drew only 7.7% of all students and, interestingly, more students (14.3%) believed that the speaker was expressing a feeling of resentment. It is encouraging to observe the astute understanding English 33 students had of this poem's fairly complex and mature theme.

18. In the character description of Daddy Sherry at the beginning of the excerpt, the phrase "if the sap rising within him does not split the bark" is an example of

- A. simile
- B. metaphor
- C. hyperbole
- D. personification

The results for question 18 were disappointing, given that the teachers who reviewed the examination felt that the figures of speech being tested were easily accessible to students. The majority of students failed to grasp that the playwright was comparing Daddy Sherry to a tree in the phrase "if the sap rising within him does not split the bark." Many students (31.4% of all respondents) mistakenly identified this reference as an example of personification. Of the students who achieved the standard of excellence, 50% recognized the phrase as an example of metaphor whereas 25.5% labelled it an example of personification. Greater confusion existed in the group who achieved the acceptable standard by scoring between 50% and 64% on this examination: 39.4% correctly chose "metaphor" but 32.8% chose "personification." Of the students who failed the examination, 37.4% chose the correct response and 31.4% inaccurately classified the phrase as an example of personification.

69. In the second stanza, the words "sweeps" (line 15), "whirls" (line 15), and "flame-winged flight" (line 18) convey the man's feeling of

- A. achievement
- B. contentment
- C. expectation
- D. liberation

In question 69, students were expected to recognize the emotion evoked by the words "sweeps," "whirls," and "flame-winged flight." The majority of students did not appear to recognize the liberating effect that music had on the man. Of all students, 30.8% associated the man's fiddle playing with a sense of achievement and therefore chose alternative A. Many other students (31.5% of all respondents) felt that the man's music elicited a feeling of contentment, and hence chose alternative B. Given the title of the poem, "The Release," and line 11, "he is free," it is surprising that more students did not detect the overwhelming sense of emancipation that pervades the second stanza.

For further information, contact Gloria Malick, Tom Dunn, or Elana Scraba at the Student Evaluation Branch, 427-2948.

